Robinson Elementary School

WELCOME

S H A P E

Safe

Honest

Accountable

Peacemaker

Excellence

Mission

Robinson Early Literacy Academy provides a safe, caring, and positive environment with high expectations for all learners. Instructional practices are anchored in the Indiana Academic Standards, Anderson Community School Corporation curriculum, and adopted instructional materials. Instruction is informed by ongoing assessment data, considers individual student need for differentiation, connected to the real world, and is culturally responsive.

Beliefs

1. All students will learn.

2. All staff members strive for excellence in instruction, collaborate with peers, and constantly strategize ways to raise levels of student achievement.

3. All students strive for excellence in learning.

4. All students and staff members foster positive relationships and promote a school community that values the diversity, civility, and respect.

5. All students and staff members demonstrate behavior that reflects the six pillars of Character Counts (*Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship*).

6. Students, staff, parents, patrons, the district, and the community support the implementation of school improvement plans (*Restructuring and PL 221/SIP/SWP*).

Robinson Early Literacy Academy 2008-2009

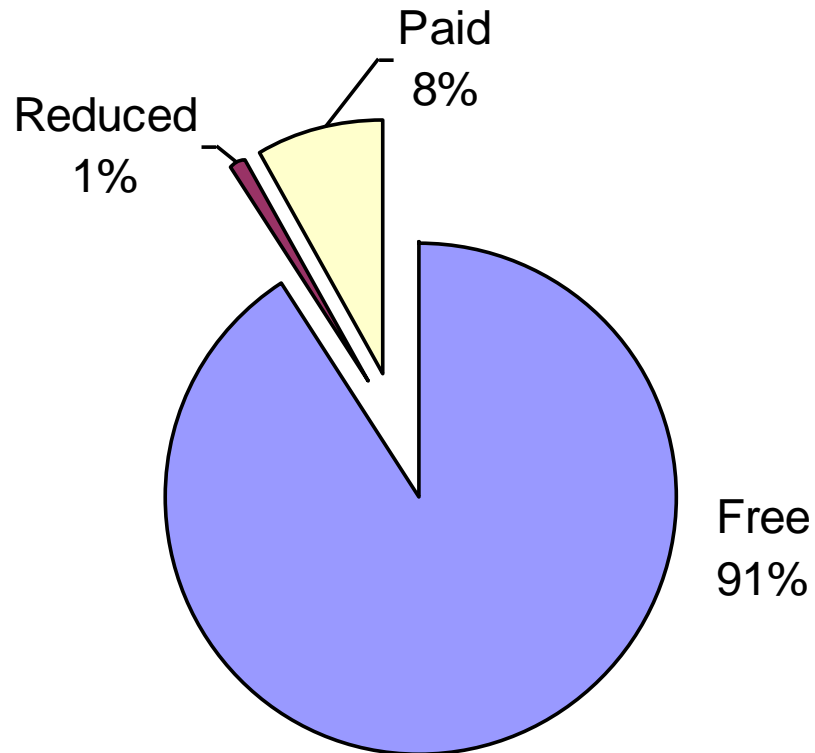**10 Kindergarten Classrooms**

8 First Grade Classrooms

7 Second Grade Classrooms

White 33%

African American 34%

Multi-racial 11%

Hispanic 22%
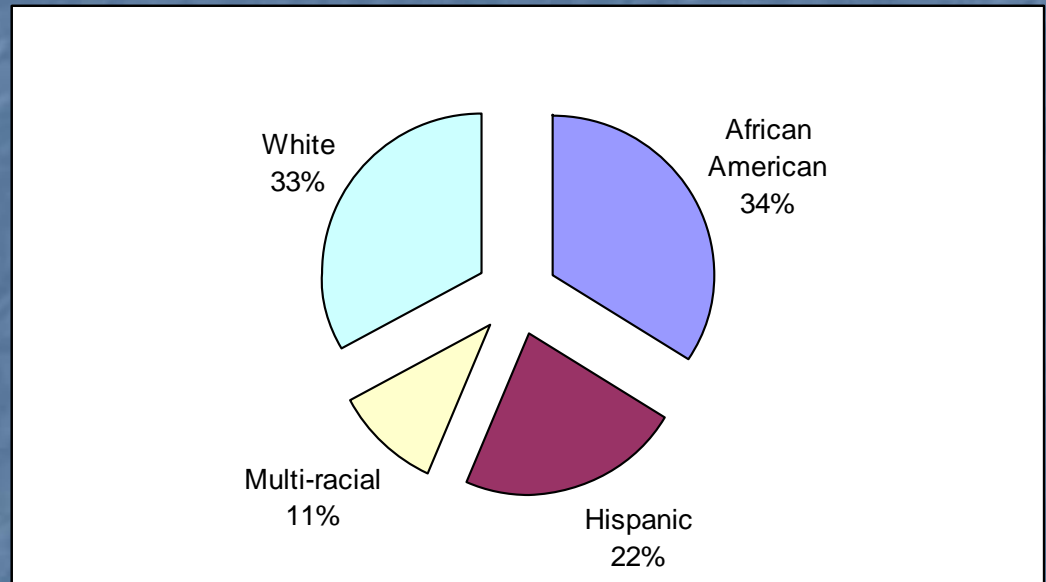
410 Students

Robinson Early Literacy Academy

Free/Reduced Lunch Rate

Paid
8%

Reduced
1%

Free
91%

Getting to Know our Students

- **Talk to every parent by the end of the second week of school either in person or on the telephone.**

- **Talk to the child (nothing about school allowed during these talks) either one on one or in small group during the first week of school.**

- **Identify and make a note of something unique about each child during the first two weeks without using oral communication.**

- **Give the entire class something positive to hang onto right away. This year it's a chant.**

- **Become a FAMILY**

- **Student Inventories**

- **Kindergarten Home Visits**

Helping Teachers Build Cultural Awareness

Meeting the Needs of English Language Learners in the Mainstream Classroom Staff Training

Local Equity Action Development Project (LEAD)

Building Classroom Communities, David A Levine (Book Study)

A Framework for Understanding Poverty, Ruby Payne

Positive Behavior Support Training and Implementation (INSIG)

Data Wall
        -Academic
        -Behavioral

Helping Students Build Cultural Awareness

Community Circle

Second Steps

Peacemakers

Character Counts

Art and Music Multicultural Themes

K

Learning within the context of culture

- **Vary teaching strategies**

- **Use cooperative learning especially for material new to the students**

- **Assign independent work after students are familiar with concept**

- **Use role-playing strategies**

- **Provide various options for completing an assignment**

- **Bridge cultural differences through effective communication**

- **Teach and talk to students about differences between individuals**

- **Show how differences among the students make for better learning**

- **Attend community events of the students and discuss the events with the students**

K

How we are working to become more responsive to the role culture plays in instructional planning.

*Scaffold the Students' Learning through Instruction, Modeling, Guided Practice, and Independent Practice

*Provide opportunities for collaborative work and partnerships

*Incorporate movement, student choice, short breaks, and variety for student engagement

*Use songs, rhythms, and rhymes to teach curriculum

*Create visual aids and games to meet the needs of a variety of learners

*Differentiated Instruction

K

How we are working to become more responsive to the role culture plays in behavioral planning.

- Teach, model, role-play, and review expectations and procedures
  Positive Behavior Support Program

- Focus on community building
- Community Circle with Daily Themes
- Word of the Week
- Community Share Time
- Student Spotlight
- Second Step
- Social Skills Curriculum
- Appreciation Day
- Power of Five
- Recognition for Positive Behavior: Compliment Chain, Tallies, Shape $, Treasure Box

K

Positive perspectives on parents and families

-Classroom newsletters
-Monthly parent meetings (10 a.m.,1 p.m. ,6 p.m.)

-School Interpreter
-PALS Leadership Academy

-School Social Worker

-School Leadership Team
-Partnership with Center for Mental

Health

Communication of high expectations

-Monthly parent meetings (Interpreter Provided)
        10 a.m. ,1 p.m.,6 p,m.

-Student Goal Setting (NWEA)

-College Mentors for Kids

-Staff Goal Setting

-Grade Level Collaboration Meetings

Positive Behavior Support

Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience.

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBS is to establish a climate in which appropriate behavior is the norm.

K

What are the steps involved in setting up a school-wide system of discipline?

- **Establish a school-wide leadership or behavior support team to guide and direct the process. This team should be made up of an administrator, grade level representatives, support staff, and parents.**

- **Secure administrator agreement of active support and participation.**

- **Secure a commitment and agreement from at least 80% of the staff for active support and participation.**

- **Conduct a self assessment of the current school-wide discipline system.**

- **Create an implementation action plan that is based data based decision making.**

- **Establish a way to collect office referral and other data on a regular basis to evaluate the effectiveness of school-wide PBS efforts.**

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Challenging Behaviors Reported by Schools

- Noncompliance
- Insubordination
- Disrespect
- Lack of cooperation
- Lack of preparation
- Absence
- Truancy
- Tardiness
- Apathy

- Fighting
- Aggression
- Bullying
- Harassment
- Inappropriate Language
- Verbal Abuse
- Excessive crying
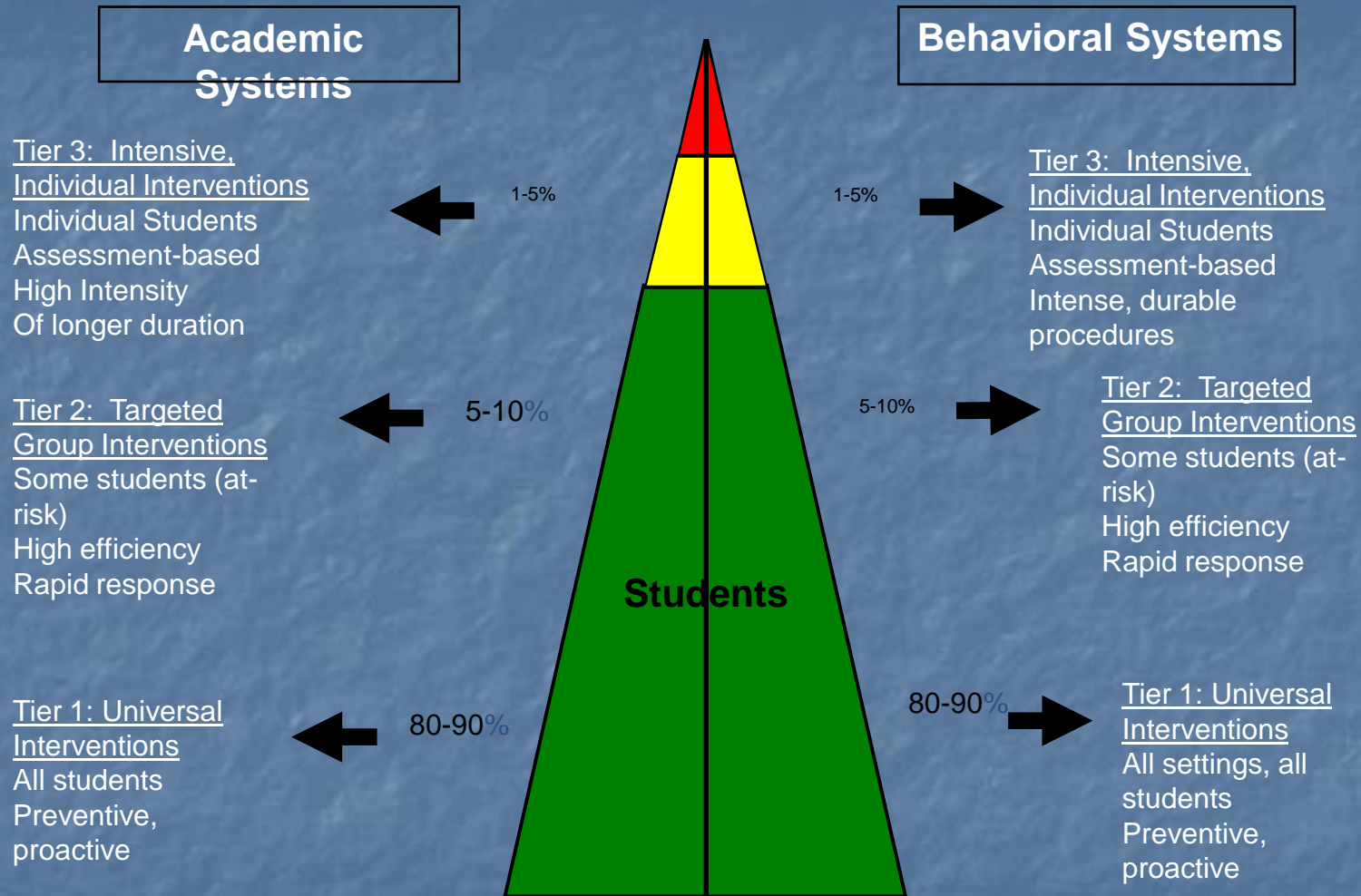- Social withdrawal

(Sugai and Horner, 2005)

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What happens when we teach kids expectations and procedures?

80% of Students are successful

15% of Students need extra assistance

5% of Students need intensive interventions

Three Tiered Model of School Supports

Academic Systems

Behavioral Systems

Tier 3: Intensive, Individual Interventions
Individual Students
Assessment-based
High Intensity
Of longer duration

1-5%

1-5%

Tier 3: Intensive, Individual Interventions
Individual Students
Assessment-based
Intense, durable procedures

Tier 2: Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

5-10%

5-10%

Tier 2: Targeted Group Interventions
Some students (at-risk)
High efficiency
Rapid response

Students

Tier 1: Universal Interventions
All students
Preventive, proactive

80-90%

80-90%

Tier 1: Universal Interventions
All settings, all students
Preventive, proactive

Positive Behavior Support

How we got started:

-Fall 2007 we formed a committee consisting mainly of School Community Intervention Team Members and LEAD Team Members

-The entire staff brainstormed **CORE** expectations at a monthly staff meeting.

CORE EXPECTATIONS

Team Building   Respectful   **Safe**   Trustworthy

Problem Solver   Kind   Character

Accountable   Responsible   **Honest**

Personal Best   Active Listeners

Choices   **Excellence**   **Peacemaker**   Empathy

Personal Best   Truthful Fair   Caring

Proud   Working together

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Positive Behavior Support

-Worked with Anderson Elementary to develop our school wide expectation.

-Staff vote (S.H.A.P.E)

-Team started developing lesson plans and expectations for different areas throughout the building (hallway/restroom/bus/cafeteria/etc.)

 -Staff presentation on PBS and introduction of S.H.A.P.E.

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2007-2008 Robinson Elementary
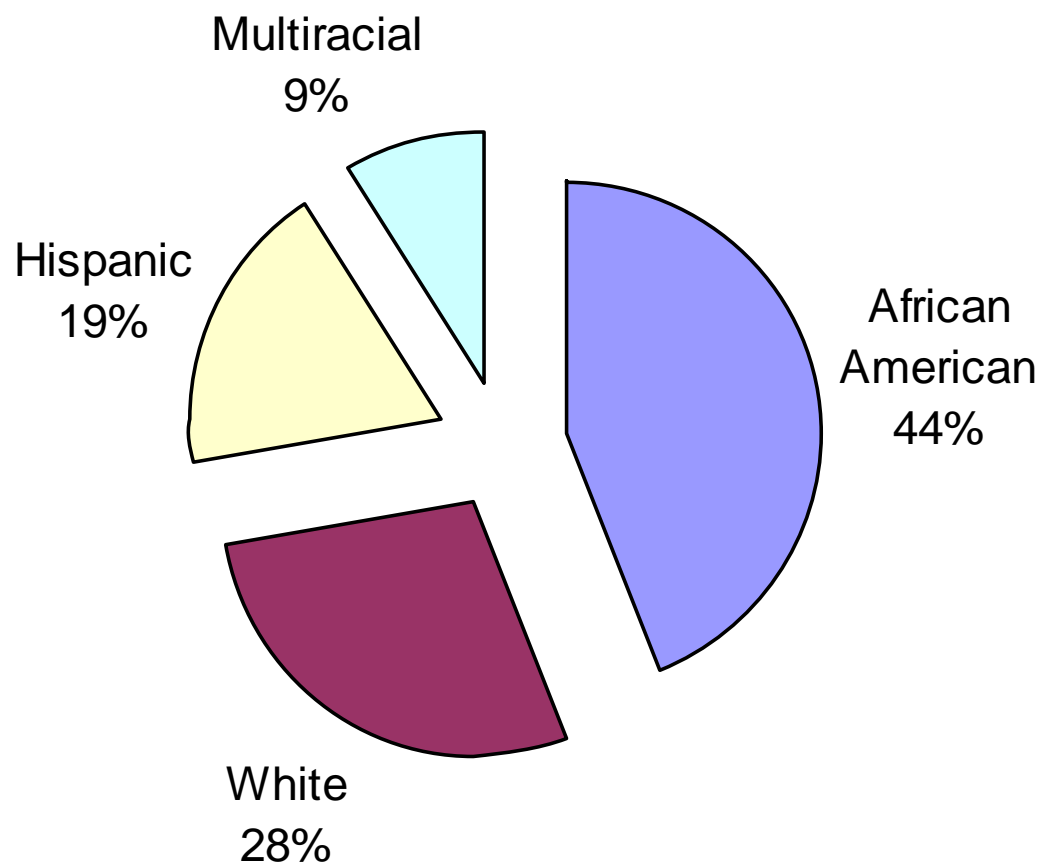
450 Students

Behavior Data
1st Semester 2007-2008 School Year
Averaged 6.35 referrals per day

Major Infractions

- Bus Misconduct
- Fighting
- Disruptive Behavior
- Insubordination

Locations

- Bus
- Hallway
- Restroom
- Classroom

2007-2008 Office Referral Data
Racial/Gender Breakdown

7% African American Female

3% White Female

1% Multi-racial Female

1% Hispanic Female

10% Multi-racial Male

4% Hispanic Male

48% - African American Male

26% - White Male
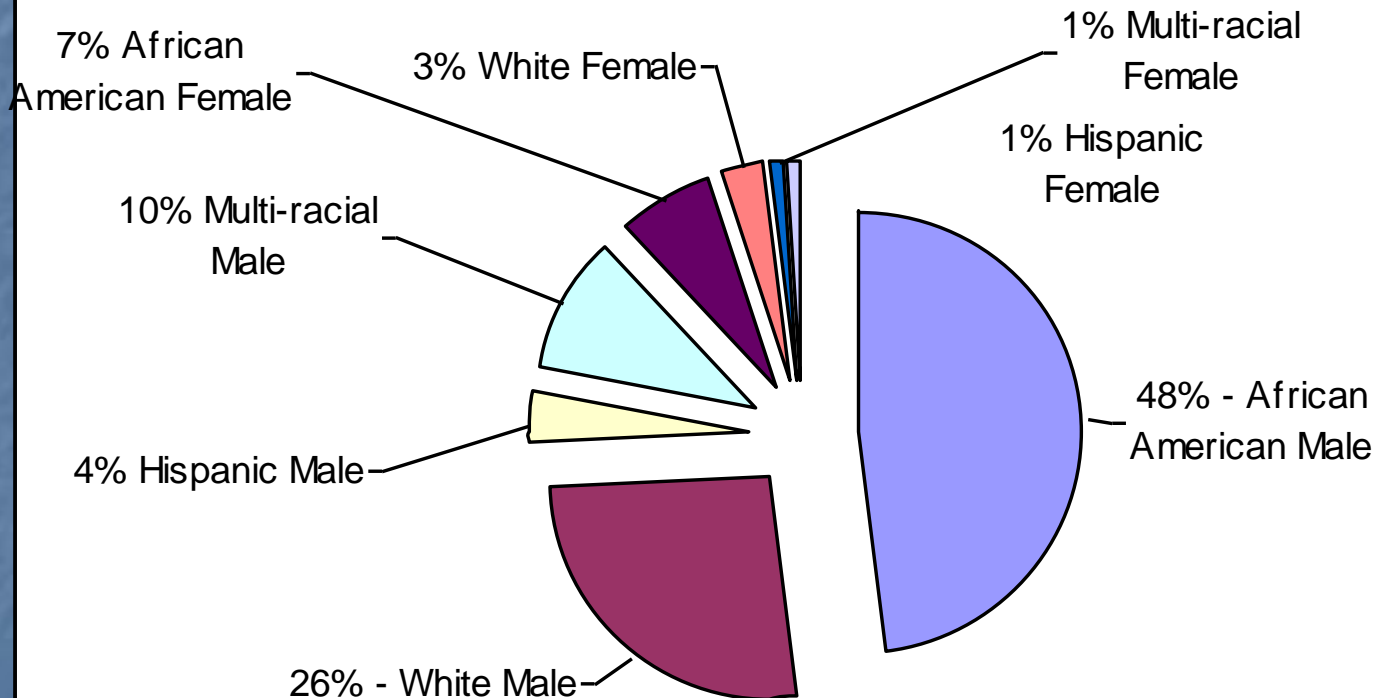
% of Student Population vs. % of Office Referrals
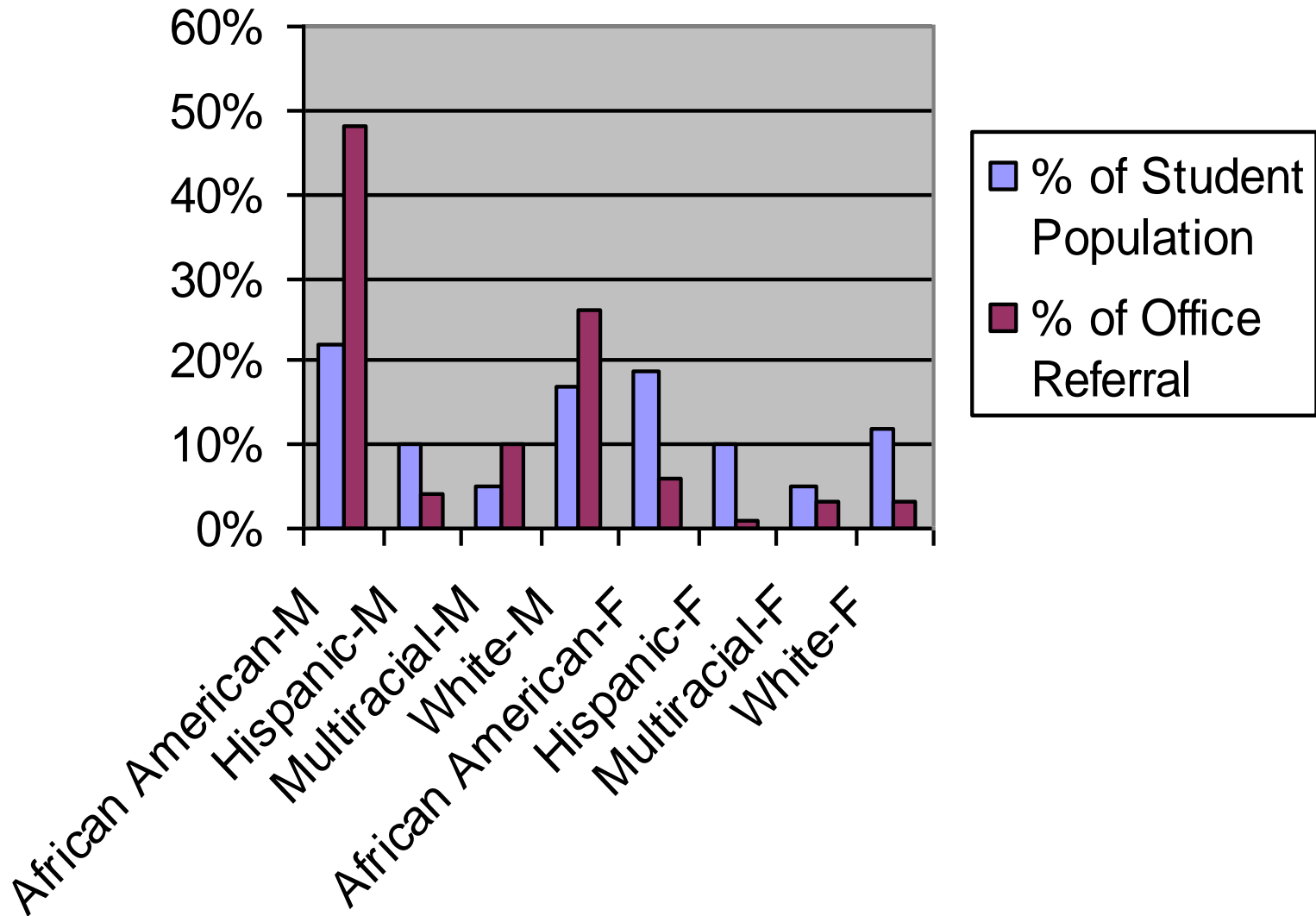
Development
of
Specific Lesson Plans

HALLWAY EXPECTATIONS AND PROCEDURES

Setting:	Safe	Honest	Accountable	Peacemaker	Excellence
Hallway	In a straight line and behind Walk on the right side	Straight to Destination	Hold your hands Keep eyes forward	Keep Personal Space	Being in SHAPE Level 0 Voice

K

Lesson Plan

TEACHABLE

ACKNOWLEGABLE

OBSERVABLE

RESTROOM PROCEDURES

Setting:	Safe	Honest	Accountable	Peacemaker	Excellence
RESTROOM	Walking Feet	Get In Do your business Get Out	The Magic One	Keep Personal Space	Being in SHAPE Level 0 Voice

K

Lesson Plan

TEACHABLE

ACKNOWLEGABLE

OBSERVABLE

Leveled Behaviors

Level I Behaviors

Definition	Behaviors	Possible Consequences
Behaviors that… do not require administrator involvement do not significantly violate the rights of others do not appear chronic	**If student…** -shows passive off-task behavior -doesn't pay attention or isn't listening -talks our of turn -rocks, tilts, or falls our of his/her seat -does not follow directions -talks to neighbors without permission or distracts others -has a poor attitude, is rude or has inappropriate tone or volume -teases other children -cries -making inappropriate noises -running -passive inappropriate language -Does not accept responsibility quickly and/or appropriately	**Teacher may choose to…** -Give visual, or non-verbal or physical prompt -Move closer to the student -Redirect student -Move the student to another seat in the classroom -Ask the student to apologize to the class -Ask the student to walk at recess -End the activity for that student -Review leveled voice system -Remind student to get into SHAPE -Recognize students making good choices -Catch the misbehaving child making good choices -Private conversation -Time-out in classroom -Teach appropriate behavior/wanted behavior

Level II Behaviors

Definition	Behaviors	Possible Consequences
Behaviors that… significantly violate the rights of others or put others at risk or harm or are chronic Level One behaviors or require administrator Involvement	If student… -Exhibits chronic Level 1 behaviors -Shows passive or active defiance -Lies -Cheats -Argues with the teacher or talks back -Engages in inappropriate physical contact. For example, play fighting, pushing or poking -Throws objects -Aggressive Inappropriate language	Teacher may choose to… -Take privileges away from student -Have student model the appropriate behavior -Send student to time-out in another classroom (10 mins.) -Send a letter home or make a phone call home -Initiate a student/parent/teacher conference -Make a behavior plan for a student -Recommendation for School Social Worker

Level III Behaviors

Definition	Behaviors	Possible Consequences
Behaviors that…	If student…	Teacher may choose to…
violate district policies	-Displays continued or more intense Level II behaviors	-Office referral
or	-Does not follow directions and is showing continued defiance	-Recommend SCI Team Meeting
violate state and/or city policies or laws	-Swears	-Write a formal behavior plan for the student
or	-Physically hurts another child	-An Administrator assigns the student an In-school suspension
are chronic Level Two behaviors	-Exhibits harassing or bullying behavior	-An administrator assigns the student an Out-of-School Suspension
or	-Steals	
require assistance beyond	-Displays dangerous behavior or throws things	
or	-Destroys or vandalizes school property	
require administrator involvement	-Throws a fit	
	-Bullies or threatens other students	

S.H.A.P.E.
Hallway Expectations

Safe Honest Accountable	Safe Honest Accountable
S.H.A.P.E. CASH _____ Peacemaker Excellence	**S.H.A.P.E. CASH** _____ Peacemaker Excellence
Safe Honest Accountable **S.H.A.P.E. CASH** _____ Peacemaker Excellence	Safe Honest Accountable **S.H.A.P.E. CASH** _____ Peacemaker Excellence

Hallway S.H.A.P.E Expectations

Restroom S.H.A.P.E. Expectations

Restroom S.H.A.P.E. Expectations

Restroom S.H.A.P.E. Expectations

S.H.A.P.E. CASH BOXES

S.H.A.P.E.

I cannot say enough about the impact PBS has had on all my classes. Consistency is such a key factor with our students. When they know the expectations it is easy to remind them of them and follow up without being angry or punitive if negative reinforcement is needed.

This year has been so much less stressful in coping with behavioral problems so that I'm now able to consider performances and improved musicianship over simple control of the classroom. I know now that most of my students recognize what is expected of them and realize it is for their own good.

I have been able to compare the behavior of students at Robinson with those at the two other schools where I am teaching. At the other schools there are varieties of discipline being implemented but a lack of consistency. I have been implementing the SHAPE model in my classes there and find the students are very responsive.

It has been wonderful to have such an excellent model to draw from instead of creating our own. A HUGE thank you to the PBS team!!!!!!

-Music Teacher

S.H.A.P.E. CASH WINNERS

…by just saying SHAPE, I feel like I am really saving my breath and energy. I do not have to say "get in a straight line, feet forward, nose to the head in front of you, eyes forward, hands back, no talking, etc." It helps me stay calm, which in return helps my relationships with my students.

Kindergarten Teacher

Classroom Expectations

S.H.A.P.E. Expectations	Safe	Honest	Accountable	Peace Maker	Excellence
Expected Behaviors in our Classroom	*Walking *Play with recess materials outside *Keep personal space. *Look around you when you are walking *Be careful with scissors and other materials *Always sit with 4 chair legs on the floor	*Be nice to each other. *Use nice words. *Always tell the truth. *Be responsible *Do your own work. *Be respectful.	*Think and do for yourself. *Keep personal space. *Listen to the teacher or whoever is talking. *Turn in your work.	*Be a peaceful Problem solver. *Talk about problems. *Work it out with words. *Share. *Be kind to others *Be honest.	*Do your best! *Do your work and get good grades. *Earn and turn in Warrior/SHAPE Cash. *Be in SHAPE!!

I am spending much more time teaching and much less time AND ENERGY with constant and creative classroom and individual student management in the room. I realize much of this is due to the students in my room this year, but the focus on the positive helps attitudes both the students attitudes and my own!

I feel this being the second year has had a tremendous impact schoolwide as well, students know what it means to be in SHAPE and the procedures of the building. The consistency is a huge key!

First Grade Teacher

It is consistent throughout the building which makes it much easier for subs, etc.

It is positive and easy for kids to remember.

Expectations are taught but in a more positive tone. (not referred to as "rules" anymore)

I have seen a huge change in behavior throughout the building.

Special Education Teacher

ALDWELL MRS.STEPHENSON

Safe Honest Youthful Peacemaker Confident

SECOND GRADERS
PLEDGE TO STAY IN
shape!

Roman
Savi
Kei
Nemy Kedne
Se Lrisastale
Marcus Ronl
Miss Cope
Jakob
Angelio
Ansy Noah
Mica

"At the beginning of the year the students who were here last year came to school with prior knowledge of SHAPE and behavior expectations. I think it provides consistency for our children.

More children are working to gain attention in positive ways by "being caught" in SHAPE instead of demanding attention through negative behavior."

Second Grade Teacher

Getting the Year Started!

-Staff Retreat

-Special Area Teachers Taught S.H.A.P.E. lessons to students the first week of school.

-Teachers provided follow-up and booster lessons when needed.

1st Semester 2007-2008 School Year
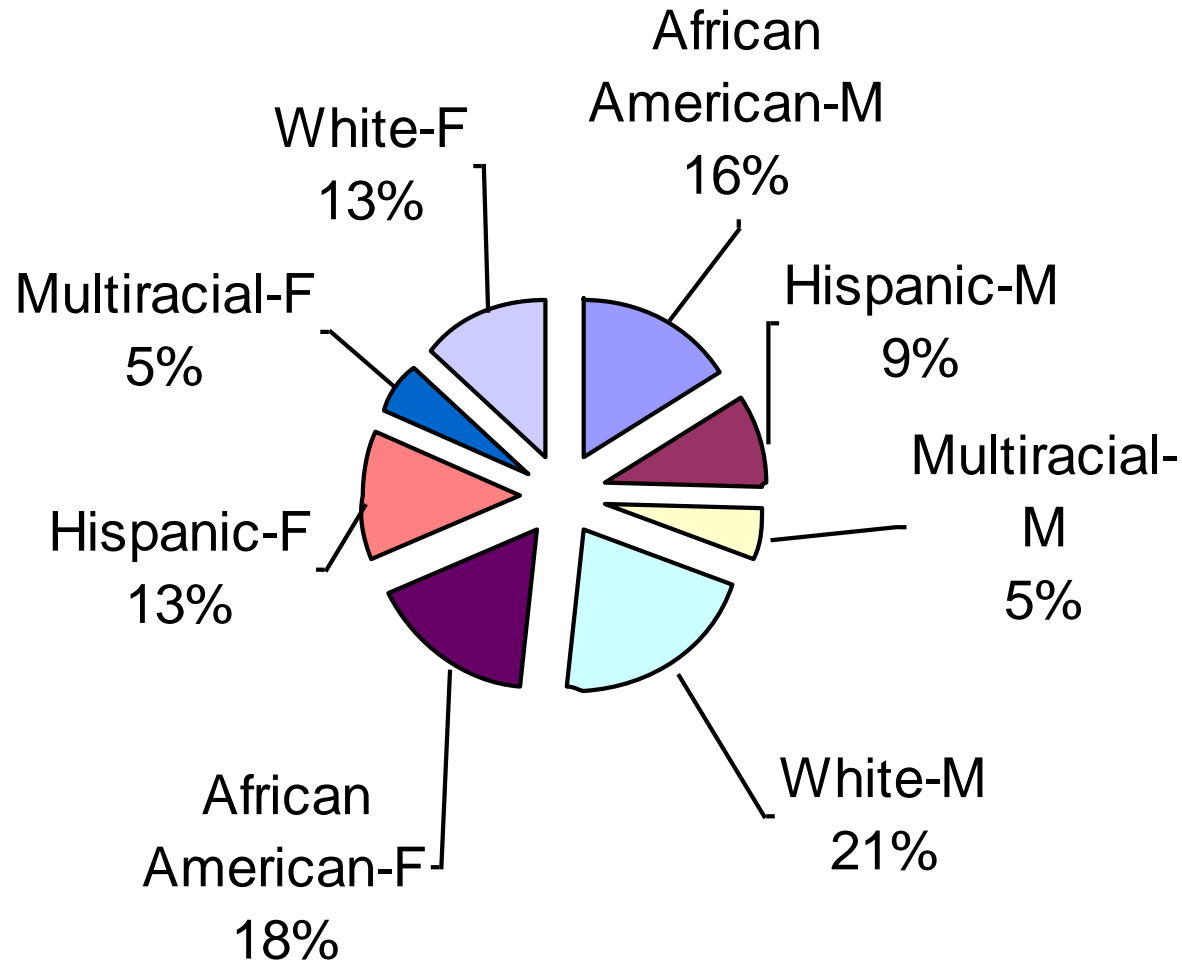
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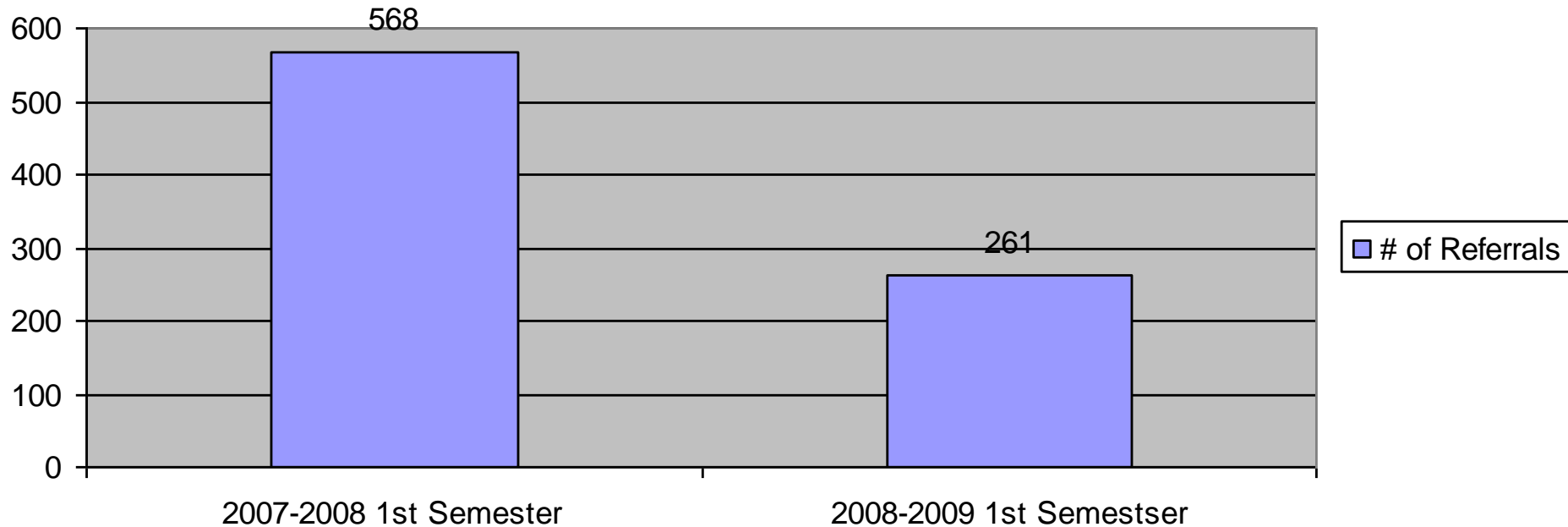
Current Data

Full Implementation of School Wide Positive Behavior Supports
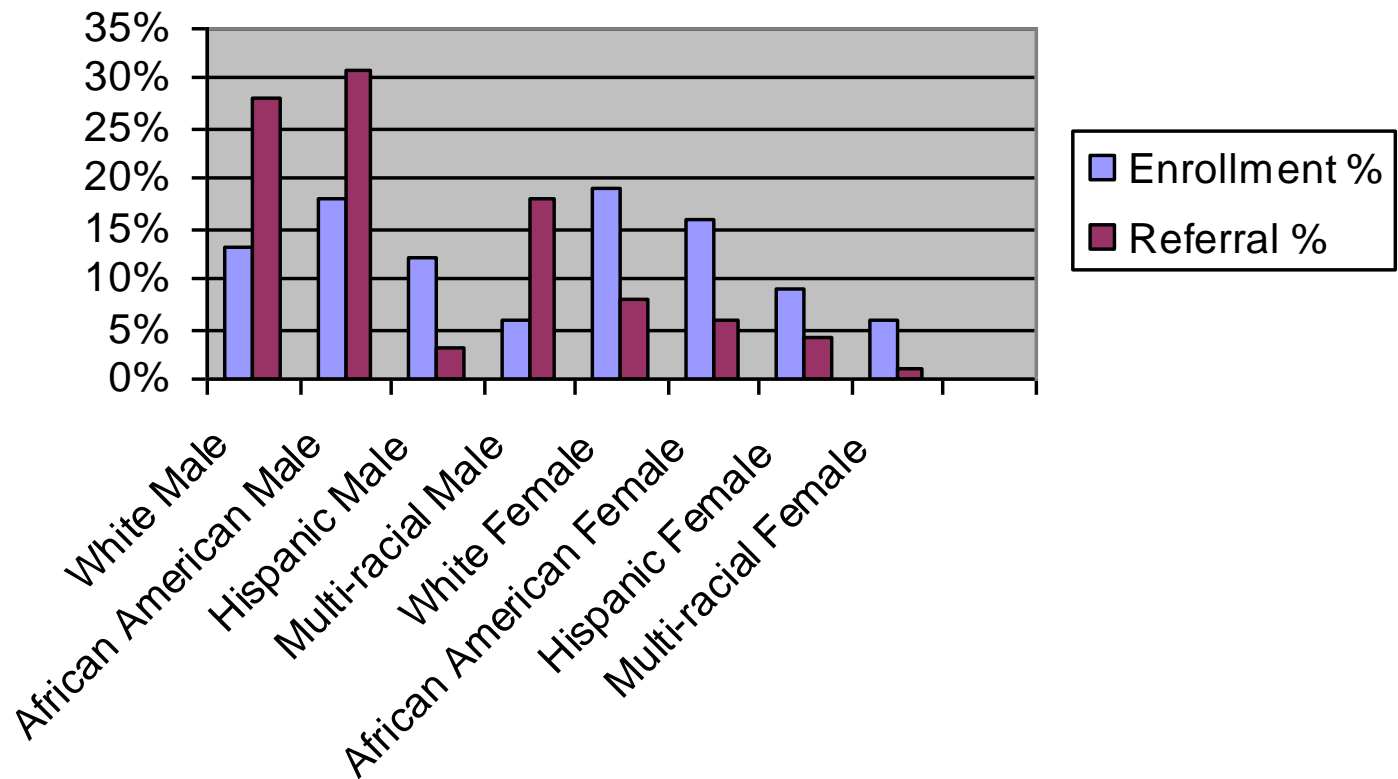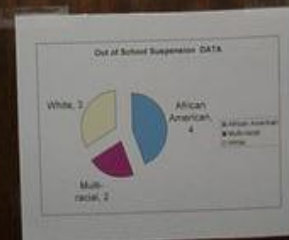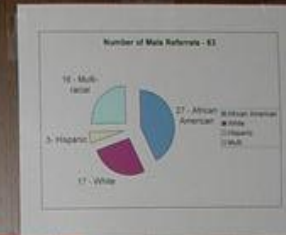
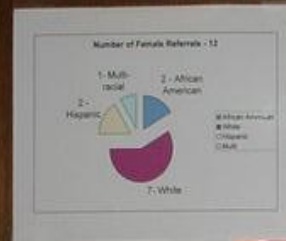## 2.9 Office Referrals Per Day

2008-2009 Ethnic/Gender

2008-2009 Office Referral Data Ethnic/Gender Breakdown

2nd 9 Weeks Disproportionaliy

Legend: Enrollment %, Referral %

Categories: White Male, African American Male, Hispanic Male, Multi-racial Male, White Female, African American Female, Hispanic Female, Multi-racial Female

Behavior Data Wall

Responding to Intervention

School Community Intervention (SCI) Flow Chart

<u>TIER I</u>
Step 1: A teacher identifies a behavioral concern for a specific student
Step 2: Teacher sets up a meeting with a TIER I team member
Step 3: TIER I team member observes student across settings
Step 4: Teacher and TIER I team member develop a plan for student success
Step 5: Data Collection
Step 6: Data Analysis with TIER I team member and administration
Step 7: Determine if plan continues without modifications, with modifications or
proceed to TIER II

Responding to Intervention

School Community Intervention (SCI) Flow Chart

TIER II

Step 1: Sign up for a School Community Intervention Meeting

Step 2: Invite parent to the SCI meeting

Step 3: Hold a SCI meeting

Step 4: Develop a more intense behavior management plan

Step 5: Collect Data

Step 6: Analyze Data

Step 7: Determine next steps (continue plan, possible evaluation, etc)

TEAM SHAPE
(2nd Semester)

14 Second Grade students have been identified to be apart of TEAM SHAPE as a result of their outstanding behavior.

TEAM SHAPE members help review procedures for peers and younger students.

TEAM SHAPE members teach procedures and expectations for new students to Robinson Elementary.

SHAPE CASH WINNERS!

Contact Information

Kellie Morgan

kyoung@acsc.net

Jennifer Hudson Roberts

jhroberts@acsc.net